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LINGUISTIC DIDACTIC GAMES AS MEANS OF TEACHING ENGLISH GRAMMAR IN PRIMARY SCHOOL

One of the main objectives of the modern school is to enhance students' cognitive activity using efficient methods and techniques of teaching and upbringing students.

In elementary school, children receive motivation, basic habits, and practical skills that are necessary for further learning. Teachers start to form their moral traits and qualities, the ability to acquire knowledge independently, awaken their interest in learning and creativity. However, the process is complicated by the age characteristics of young schoolchildren: a weak shift of attention, its instability, memory and thinking.

One of the effective means of the development of interest in learning is a game.

Considering age peculiarities of younger schoolchildren, we believe that in teaching English in primary school it is advisable to use games while practicing grammatical phenomena. Special effect of this didactic tool is noticeable in the process of developing grammatical skills and building communicative English grammar competence of young language learners. Moreover, its use must be motivated. The process of forming English grammar competence with games differs from the usual way of completing grammar exercises. Games encourage young learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners eagerly take part in activities; play games and are generally quite competitive.

Depending on the goals and objectives of the lesson, different games may be offered in the process of consolidating educational material at the stage of its activation in the speech of students. Games can be used either as separate elements of the lesson or the whole lesson can be conducted in the form of the game. Place and time of the event depend on several factors: preparation of learners, study objectives and context of the lesson.

Games must be present at the lessons of teaching grammar of a foreign language to young learners, as thanks to them the child is much easier to assimilate grammar. It makes a boring job more interesting and exciting.

The process of learning through play is motivating and interesting both for students and for teachers. The reason lies in the special atmosphere and strategy that games can create. Some researchers believe that the entire learning process is a game that is special and pleasant. Life is a game with a lot of emotions and ambitions!

Didactic games can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model. For example, I.Sigurgeirsson [1, c. 19-177] has divided games into the following categories:

- physical games (children learn new words through movements);
- scavenger hunt games (children are detectives; with some tips, they look for the answer to the question);
- educational games (are designed to teach students a specific subject or a skill. Include board, card, and video games);
- theoretical expression games (with the help of asking different question, children try to guess the subject);
- card games (playing cards is the primary device with which the game is played);
- word games (a game in which players compete in forming, thinking of, or guessing words according to a set of rules);
- story games (storytelling);
- question games (it is basically a way of getting to know someone better. At its core, the game is just asking and answering questions).

To our mind, linguistic didactic games do not have to be an additional method of teaching. For young learners, they should be the main learning strategy. Games make training a real intellectual and emotional experience, develop the individual student.

LITERATURE

1. I.Sigurgeirsson together with students at the Iceland University Games.- Reykjavik: Iceland University Student bookstore, 1995. – 207 p.